SECRET

UNITED STATES GOVERNMENT

memorandum

DATE: 7 October 1985

REPLY TO ATTN OF: DT (SUN STREAK)

SUBJECT: SUN STREAK Third Quarter Training Report (U)

TO: DT (DR. Vorona)

1. (S/SK/NOFORN) The mission of the SUN STREAK prototype Operational Group (POG) is to undertake operational intelligence applications using an aspect of psychoenergetics known as remote viewing (RV). An integral part of the mission is to train personnel in RV. With the completion of SRI-International RV external training in December 1984, and the absence of a continuing external training program, this RV training became the responsibility of the POG. This in-house training began in January 1985.

2. (S/SK/NOFORN) A portion of the POG RV training is modeled after the SRI-International subcontractor (Ingo Swann) RV training program. SG1J [redacted] is responsible for the development and implementation of this in-house program. Attached is his Training Report for the Third Quarter, CY 1985. All references to years in the training report refer to calandar years.

3. (U) Although not normally included in a report of this nature, I feel some comments concerning the general attitude and morale of the office are appropriate here. During this quarter there were many external factors influencing project personnel. At the start of the quarter the POG experienced a change in leadership. Throughout the quarter the remote, but very real, fear was present that Congress might not approve the Project and it simply would cease to exist. There were also the normal frustrations that accompany any change of organization, where personnel have to discover the new organizations' ways to do things. On the individual level, one Project Officer was preparing to get married, one experienced a death in the family, preceded by a painful and prolonged illness, and other project members experienced a variety of personnel problems. It is impossible to estimate how much of an effect these factors had on training, however it is realistic to assume that training was degraded at least to some degree. At the present time morale in the office is high and there is a positive attitude as our people look forward to the transfer of the project to DIA.

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MEMORANDUM
SUN STREAK Third Quarter Training Report (U)

4. (S/SK/NOFORN) Training went well this quarter. The number of training sessions was down, as expected, due to the normal summer leave schedule. Those factors discussed in paragraph 3 also accounted for the decrease in the number of sessions conducted. I have every reason to expect the three advanced trainees will complete Stage VI training in the fourth quarter. This will complete their training in the technology transferred from SRI-I. They should all be ready to begin the Operational Utility Assessment next quarter. The fourth Trainee will begin Stage IV Training this quarter and therefore will be able to participate in the Operational Utility Assessment.

5. (S/SK/NOFORN) Our main concerns at this point are the SG1J acquisition of an interviewer (we are working on getting [redacted] SG1J to assist [redacted] with training and operations and the SG1J recruitment of two new trainees to begin training after the first of the year. We are attempting to bring [redacted] (a SG1J prior member of the project) here and have been looking at possibly recruiting one more military trainee. Hopefully we will be able to recruit and begin training some civilian sources in the summer of 1986.

6. (U) The next formal training report will be prepared in January 1986. In the meantime I will keep you informed verbally on training developments.

SG1J

[redacted]

1 Encl
Training Report

SG1J CF: DT 5A [redacted]

TRAINING REPORT

Third Quarter 1985

1. (S/SK/WNINTEL) BACKGROUND: (U)

a. (S/SK/WNINTEL) In December 1984 training of three source personnel by an SRI - International (SRI-I) subcontractor was brought to an end upon completion of the training contract. During the CY 1985, training of these personnel continues using an in-house program modeled after the SRI-I subcontracted training procedure. This procedure was developed by the subcontractor to satisfy R&D demands on SRI-I to enhance the reliability (scientific replicability) of remote viewing (RV). The subcontractor's approach to improving the reliability of RV was to focus on the control of those factors that in his view tend to introduce "noise" into the RV product (imaginative, environmental, and interviewer overlays). The basic components of this training procedure consist of:

(1) Repeated site-address (coordinate) presentation, with quick-reaction response by the remote viewer; coupled with a restrictive format for reporting perceived information (to minimize imaginative overlays).

(2) The use of a specially-designed, acoustic-tiled, relatively featureless, homogeneously-colored "viewing chamber" (to minimize environmental overlays).

(3) The adoption of a strictly-prescribed, limited interviewer patter (to minimize interviewer overlays).

This training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. Prior to

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December 1984 three source trainees were schooled in the first three "stages" of the training. At this point they were able to remote view and describe "stage one" sites (islands, mountains, deserts, etc.), "stage two" sites (sites of quality sensory value--sites which are uniquely describable through touch, taste, sound, color, or odor--such as glaciers, volcanoes, industrial plants, etc.), and "stage three" sites (sites possessing significant dimensional characteristics such as buildings, bridges, airfields, etc.). It is this procedure which, as a result of technology transfer (SRI-I to this office), is being modeled and administered. The three personnel schooled by the SRI-I subcontractor have continued this multi-stage acquisition process through "stage four" and "stage five" and into "stage six." Stage four training was completed during the first quarter of 1985, stage five training was the principle effort through the second and third quarters of 1985, and stage six training began in September 1985. The reader is invited to review the training reports for the first and second quarters of 1985 for details of that training.

b. (S/SK/WNINTEL) In spring 1984 an individual was assigned to this office with the intent of exposing him to the SRI-I subcontracted training program. In-house orientation to psychoenergetics lasted through the summer of 1984 and the individual was ready for the external subcontracted training program by the fall. However, attempts to carry this effort forward were thwarted by an overall program reorganization and by congressional funding restrictions. For this reason, an introduction to the model program was given to this individual in the fall of 1984 and formal in-house training was initiated in the first quarter of 1985 with his joining the program outlined above. During the first quarter of 1985 training for the fourth source was limited to stages one and two until mid March 1985, when he was introduced to the concepts of stage three. During the second quarter of 1985 the number of stage three sites to which the source was exposed was increased while maintaining practice in stage one and two sites. Stage three training continued through the third quarter of 1985. The reader is again invited to review the training reports for the first and second quarters of 1985 for details of that training.

2. (S/SK/WNINTEL) GENERAL: As stated previously, this training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. In "stage four" the source trainee begins to form qualitative mental percepts (technical area, military feeling, research, etc.) of the site. In "stage five" the source trainee learns to "interrogate" these qualitative mental percepts in an attempt to produce analytical target descriptions (aircraft tracking radar, biomedical research facility, tank production plant, etc.). "Stage six" involves the viewer in direct, three-dimensional assessment and

modeling of the site and/or the relationship of site elements to one another (airplanes inside one of three camouflaged hangars or a military compound with a command building, barracks, motor pool, and underground weapons storage area). As stage six is engaged, an assessment of relative temporal and spatial dimensional elements along with further qualitative elements evolve into the consciousness of the trainee. During the first three quarters of 1985, 201 training exercises were conducted.

3. (S/SK/WNINTEL) SUMMARY OF THIRD QUARTER TRAINING: (U)

a. (S/SK/WNINTEL) Third quarter training for the advanced trainees continued stage five practical exercises until the desired level of expertise was obtained. Each student then provided an end of stage essay detailing their experience with stage five. The fourth trainee continued stage three practical exercises. In September 1985 stage six training began for the advanced trainees with appropriate lectures, drills, and practical exercises commensurate with the trainees' demonstrated levels of expertise. The following chart depicts the distribution of the 201 remote viewing training exercises conducted by the trainees (viewers) to date inclusive of the first three quarters of 1985. At Appendix A is an explanation of Class A, B, and C training.

Viewer	Class A	Class B	Class C	Totals
#03	16	26	14	56
#18*	0	3	48	51
#21	11	25	11	47
#101	11	34	2	47

*New source trainee.

b. (S/SK/WNINTEL) If one measures the progress of the training by the overall quality of the RV product one must first have a scale for measuring RV quality. This in turn assumes that some optimum or ideal quality standard for RV is known. The R&D community has not yet determined such a standard. Training progress herein is, therefore, measured on the basis of achieving a level of expertise within the parameters set forth by the aforementioned modeled SRI-I subcontracted training procedure. For example, if a trainee is involved in "stage two" training his progress is measured by observing his ability to report appropriate sensory (stage two) information about the site. At Appendix B are illustrations of training exercises conducted during the third quarter of 1985.

c. (S/SK/WNINTEL) Measurement of the trainee sources'

progress by the above method does not reflect their readiness for intelligence collection operations. For this reason, during the third quarter of 1985, training in processes designed to develop RV source abilities commensurate with operational goals continued for the advanced sources. This training included the use of sites which would mimic operational scenarios as well as the use of a modified stage five reporting technique. The SRI-I subcontracted training procedure, as stated previously, was developed by the subcontractor to enhance the reliability (scientific replicability) of RV, not to refine or develop RV resolution to a point of operational usability within the intelligence community. The SRI-I subcontracted training described above, or a program modeled thereafter, is alone insufficient to prepare sources for operational intelligence collection. Even the best of RV sessions produced by the training method, though impressive, falls short of many operational expectations/requirements. The SRI-I subcontracted training format is beneficial in that it is learnable, it instills confidence, it provides experience, and it may serve as a foundation for later development of operational capabilities.

4. (S/SK/WNINTEL) PLANS: During the fourth quarter of 1985 stage six training will continue for the advanced trainees and the junior source trainee will begin stage four training. Training will also include continued development of RV source abilities commensurate with operational goals.

The association of the undersigned with the intelligence community is classified CONFIDENTIAL.

[redacted]

SG1J

OPS/TNG Officer

APPENDIX A

TRAINING REPORT

SUBJECT: Classes of Training (U)

1. (S/SK/WNINTEL) There are three classes of Remote Viewing (RV) training used in that portion of the in-house training which was modeled after the SRI-I subcontractor program. These classes deal with feedback requirements during the RV session, control of interviewer patter, trainee skill development, and motivation. These three classes (A, B, and C) are discussed below.*

2. (S/SK/WNINTEL) CLASS C: The majority of the training sessions for novice trainees are Class C. During this phase, the source trainee must learn to differentiate between emerging site relevant perceptions and imaginative overlay. To assist the trainee in this learning, immediate feedback is provided during the session. The interviewer is provided with a feedback package which may contain a map, photographs, and/or a narrative description of the site. During Class C sessions the interviewer provides the trainee with immediate feedback for each element of data he provides, with the exception that negative feedback is not given. Should the trainee state an element of information that appears incorrect, the interviewer remains silent. Feedback, in order to prevent inadvertent cuing (interviewer overlay), is in the form of very specific statements made by the interviewer. These statements and their definitions are as follows:

> Correct (C) This indicates that the information is correct in context with the site location, but is not sufficient to end the session.

*NOTE: The use herein of the terms Class A, B, or C differs from the definition applied and published by SRI-I for Class A, B, or C Coordinate Remote Viewing (CRV).

Probably Correct (PC) This statement means that the interviewer, having limited information about the site, though he cannot be absolutely sure, believes that the information provided is correct.

Near (N) This indicates that the information provided is not an element of the specific site, but is correct for the immediate surrounding area.

Can't Feedback (CFB) This statement indicates that, due to limited information about the site, the interviewer cannot make a judgment as to the correctness of the data. It means neither correct nor incorrect.

Site (S) This indicates the site has been correctly named for the specific stage being trained (manmade structure for Stage I, bridge for Stage III, etc.). "Site" indicates that the session is completed.

During the session the trainee writes the abbreviation (see above) of the feedback next to the data. This allows the trainee to review the correct elements and produce a summary which describes the site. The training session continues until the interviewer responds with the feedback of Site.

3. (S/SK/WNINTEL) CLASS B: Once a trainee begins to demonstrate his ability to reliably distinguish imaginative overlay and report site relevant data elements, feedback is withdrawn. In Class B training sessions the interviewer knows what site he desires the trainee to describe but does not provide the trainee with any direct feedback during the course of the session. This process develops the trainee's ability to internalize his awareness of relevant (correct) versus extraneous (incorrect) cognitive structures (mental perceptions). During Class B sessions the interview may ask the trainee to elaborate on specific elements of data provided, thereby guiding the trainee to describe specific areas of the site. The interviewer is only permitted to ask the trainee to elaborate on specific elements already reported by the trainee. The interviewer may not introduce new elements into the session (cue the source) in an attempt to encourage the trainee to properly describe the site. Class B sessions are especially helpful in developing refined skills in the trainee. For example, when the interviewer knows that a particular site area within a site may be of interest (i.e., a specific room in a building), he can guide the trainee's attention to that area by asking the trainee to elaborate on specific elements of data which the interviewer knows to pertain to the area of interest. With practice in Class B, the trainee soon learns to control his

own perceptual faculties, a necessary step for further training and operational intelligence collection.

4. (S/SK/WNINTEL) CLASS A: Class A training is similar to what the R&D community refers to as a "double blind" experiment. The purposes for Class A training and for R&D double blind experiments differ however. The R&D community uses double blind experimental protocols to test a variable under controlled conditions. Class A training is not a test for the trainee, but a process whereby the source learns to function with the interviewer in a team effort to acquire and describe information concerning a site of interest. In Class A the interviewer is provided very little or no information concerning the site and the trainee is provided no feedback during the session. Rather than trying to please the interviewer with his descriptions, the trainee is motivated to work with the interviewer in producing valid information about the site of interest. This motivational difference is critical in forcing the trainee to use his RV ability to acquire and describe site dependent information as opposed to interviewer dependent telepathic data (in an attempt to please the interviewer) or data RVed from the feedback package. Working as a team in a Class A session, the interviewer and source trainee combine their aptitudes (the interviewer with his directive, analytic skill and the trainee with his exploratory, perceptual ability) to report information of interest about the designated site.

5. (S/SK/WNINTEL) The three classes of RV training (A, B, and C) are interdependent. Each is designed to deal with separate learning requirements in the acquisition of RV skills. It must be remembered that the concept of classes herein applies to training. Operational application of RV requires its own unique, specifically designed feedback requirements and task dependent control of interviewer/source interaction. Trainee sources also require operational training beyond the narrow confines of the SRI-I subcontractor modeled training program before they can be expected to produce dependable, timely intelligence information.

APPENDIX B

TRAINING REPORT

SUBJECT: Training Illustrations (U)

1. (S/SK/WNINTEL) Stage V Illustration: (U)

a. (S/SK/WNINTEL) Source #101, 12 August 1985.

b. (S/SK/WNINTEL) Class B, using encrypted geographic coordinates; post session feedback consisted of an encyclopedia extract.

c. (U) Actual Site: Statue of Daibutsu, Japan.

d. (S/SK/WNINTEL) Source's summary (provided prior to feedback while still in a Class B environment): Site is a large man made structure. It is attractive. The word colossus seems appropriate. In a way site is a monument. There is a towering quality. Site has something to do with wisdom, medicine, knowledge, and peace. Site has a feeling of awe and a feeling of God, but is is not a church or a place one goes to worship God, but is a symbol. Site is probably two-parted, one part stone or natural materials; the other part bronze like. Site is old. Is is an anchor; like a heavy stone in the fast flowing river of time.

e. (U) Encyclopedia Extract: Statue of Daibutsu. Great Buddha, located in the temple of Kotoku, at Kamakuka, Japan. This statue is 42 feet in height and weighs 103 tons. The interior is hollow and has a staircase that reaches to the figure's shoulders. The Buddha is in a seated position, resting on a pedestal resembling an open lotus flower. The statue is located outdoors on the temple grounds.

2. (S/SK/WNINTEL) Stage VI Illustration: (U)

a. (S/SK/WNINTEL) Source #03, 17 September 1985.

b. (S/SK/WNINTEL) Class B, using encrypted geographic coordinates; post session feedback consisted of a National Geographic extract.

c. (U) Actual Site: Masakin dwelling, Africa.

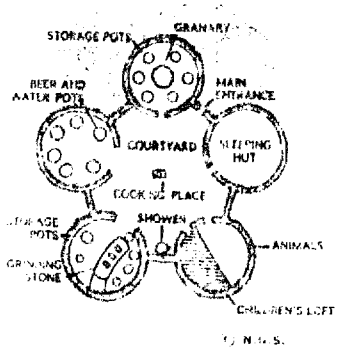
d. (S/SK/WNINTEL) Source's summary (provided prior to feedback while still in a Class B environment): Site is a communal dwelling or a 3d world extended family-relationship habitat in a composite structure complex, labyrinthian in design, with many compartments, substructures, levels, cubicles, etc. Separate compartments have various functions.

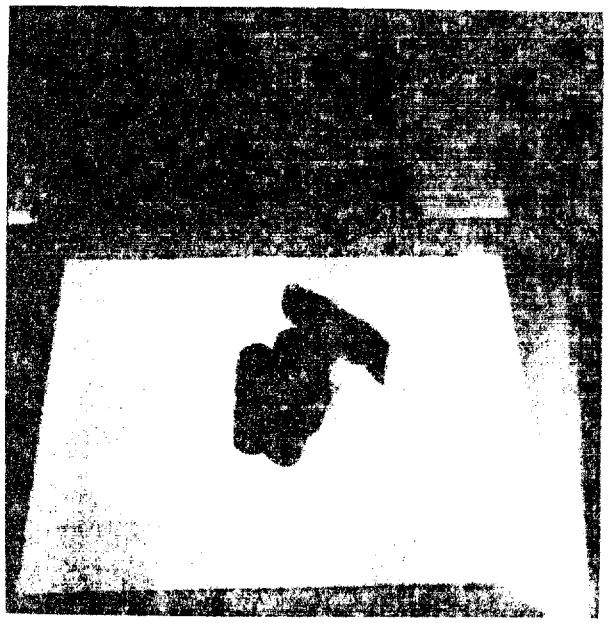
e. (U) National Geographic Extract: See attached.

CPYRGHT

In a mud-walled Camelot, castlelike huts conform to centuries-old plans. The five-turret dwelling of the Masakin reserves a separate room for each household activity (right). Husband and wife live with their own families until she first becomes pregnant; then he starts building the complex. Repairs go on regularly on thatch roofs and crumbling walls of dried mud.

Framed by an oval doorway, a woman grinds the day's ration of millet. A tined stick, anchored in the wall, substitutes for a cupboard. Calabashes, clay pots, and a jam tin from the expedition's supplies clutter the flour mill.





viewer's model